

2018 --> 2021 SOCIAL SCIENCE STANDARDS CROSSWALK

2018 Standards Grade 6	2021 Standards Grade 6
<p>Civics 6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere.</p> <p>6.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.</p> <p>6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>6.4 Recognize historical and contemporary means of changing societies and promoting the common good.</p> <p>6.5 Investigate current issues and how they relate to other countries.</p>	<p>Civics 6.1 * Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations.</p> <p>6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere.</p> <p>6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>6.4 * Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p>6.5 Investigate current issues and how they relate to other countries.</p>
<p>Economics 6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.</p> <p>6.7 Explain the function of imports, exports, and trade in the economy.</p> <p>6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>Financial Literacy 6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments.</p> <p>6.10 Discuss the advantages and disadvantages of borrowing money to buy something.</p> <p>6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (wearing helmets, bike theft, piggy bank v. bank).</p> <p>6.12 Define and explain the following: spending, savings, credit, and debt.</p>	<p>Economics 6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.</p> <p>6.7 Explain the function of imports, exports, and trade in the economy.</p> <p>6.8 * Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations.</p> <p>Financial Literacy 6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments.</p> <p>6.10 Discuss the advantages and disadvantages of borrowing money to buy something.</p> <p>6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss.</p> <p>6.12 Define and explain the following: spending, savings, credit, and debt.</p>
<p>Geography 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and</p>	<p>Geography 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and</p>

2018 --> 2021 SOCIAL SCIENCE STANDARDS CROSSWALK

<p>predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of indigenous peoples).</p> <p>6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.</p> <p>6.15 Explain and demonstrate how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as, religion, land use, population).</p> <p>6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.</p>	<p>predictions regarding geographic distributions of <u>physical and human characteristics</u>.</p> <p>6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.</p> <p>6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).</p> <p>6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.</p>
<p>Historical Knowledge</p> <p>6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere.</p> <p>6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.</p> <p>6.19 Examine the continuity and change of the indigenous cultures through relevance and contributions to modern society.</p> <p>6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere.</p> <p>6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).</p>	<p>Historical Knowledge</p> <p>6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) <u>across indigenous civilizations</u>.</p> <p>6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.</p> <p>6.19 Examine the historic and current contributions and relevance of indigenous cultures.</p> <p>6.20 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.</p> <p>6.21 * Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.</p>

<p>Historical Thinking 6.22 Compare alternative ways that historical periods and eras are designated (e.g. since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium).</p> <p>6.23 Analyze cause and effect relationships within the living histories of indigenous peoples such as land, technology, and competing economic interests.</p>	<p>Historical Thinking 6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).</p> <p>6.23 * Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.</p>
<p>Social Science Analysis 6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.</p> <p>6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.</p> <p>6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.</p> <p>6.27 Assess individual and collective capacities to take-action to address local and regional issues, including a range of possible levers of power, strategies and potential outcomes.</p> <p>6.28 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.</p>	<p>Social Science Analysis 6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.</p> <p>6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.</p> <p>6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.</p> <p>6.27 Assess individual and collective capacities to take-action to address local and regional issues, including a range of possible levers of power, strategies, and potential outcomes.</p> <p>6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.</p>

2018 Standards Grade 7	2021 Standards Grade 7
<p>Civics and Government—Eastern Hemisphere</p> <p>7.1 Describe the role of citizens in governments.</p> <p>7.2 Compare and contrast early forms of government via the study of early civilizations.</p> <p>7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.</p> <p>7.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi’s Code, Confucianism, Vedic Law Code) on the development of modern governments.</p> <p>7.5 Compare historical and contemporary means of changing societies and promoting the common good.</p>	<p>Civics-Eastern Hemisphere</p> <p>7.1 Describe the role of citizens in governments.</p> <p>7.2 * Compare and contrast early forms of governance and the global economic systems, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere.</p> <p>7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.</p> <p>7.4 * Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p>7.5 * Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p>
<p>Economics—Eastern Hemisphere</p> <p>7.6 Explain the function of profit in the economy.</p> <p>7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.</p> <p>7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within a global economy.</p> <p>Financial Literacy</p> <p>7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).</p> <p>7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).</p> <p>7.12 Define and explain the following: employment, income, and investing.</p>	<p>Economics—Eastern Hemisphere</p> <p>7.6 Explain the function of profit in the economy.</p> <p>7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.</p> <p>7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within mercantilism versus a free-trade global economy.</p> <p>Financial Literacy</p> <p>7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).</p> <p>7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).</p> <p>7.12 Define and explain the following: employment, income, and investing.</p>

<p>Geography—Eastern Hemisphere</p> <p>7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.</p> <p>7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures.</p> <p>7.16 Explain how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices.</p> <p>7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.</p> <p>7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.</p> <p>7.19 Determine and explain the interdependence of people around the world during significant eras or events.</p>	<p>Geography—Eastern Hemisphere</p> <p>7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.</p> <p>7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>7.15 * Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership impacts historically underrepresented identities, cultures, and communities in the Eastern Hemisphere.</p> <p>7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices.</p> <p>7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.</p> <p>7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.</p> <p>7.19 Determine and explain the interdependence of people around the world during significant eras or events.</p>
<p>Historical Knowledge Eastern Hemisphere</p> <p>7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.</p> <p>7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).</p> <p>7.22 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations.</p> <p>7.23 Examine the importance of trade routes and trace the rise of cultural centers.</p>	<p>Historical Knowledge Eastern Hemisphere</p> <p>7.20 * Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere.</p> <p>7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).</p> <p>7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations.</p> <p>7.23 Examine the importance of trade routes and trace the rise of cultural centers.</p>
<p>Historical Thinking</p> <p>7.24 Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia).</p>	<p>Historical Thinking</p> <p>7.24 Compare alternative ways that historical periods and eras are designated and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).</p>

<p>7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere.</p>	<p>7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere.</p> <p>7.26 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Eastern Hemisphere.</p>
<p>Social Science Analysis</p> <p>7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.</p> <p>7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, including a range of possible levers of power, strategies and potential outcomes.</p> <p>7.30 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments</p>	<p>Social Science Analysis</p> <p>7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.</p> <p>7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, including a range of possible levers of power, strategies, and potential outcomes.</p> <p>7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments.</p>

2018 Standards Grade 8	2021 Standards Grade 8
<p>Civics and Government</p> <p>8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.</p> <p>8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.</p> <p>8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.</p> <p>8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.</p> <p>8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution.</p> <p>8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins)</p> <p>8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.</p> <p>8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p> <p>8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</p>	<p>Civics and Government</p> <p>8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.</p> <p>8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.</p> <p>8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.</p> <p>8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.</p> <p>8.5 * Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution.</p> <p>8.6 * Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.</p> <p>8.7 * Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.</p> <p>8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p> <p>8.9 * Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p>

2018 --> 2021 SOCIAL SCIENCE STANDARDS CROSSWALK

<p>8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p> <p>8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p>	<p>8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy.</p> <p>8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p>
<p>Economics and Financial Literacy</p> <p>8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.</p> <p>8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy</p> <p>8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society.</p> <p>8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)</p> <p>8.16 Explain how compound interest can be both a positive and a negative (compounding interest on investments and compounding interest on credit cards).</p> <p>8.17 Define and explain “fair lending practices” and “financial decision-making.”</p> <p>8.18 Describe how marketing and advertising can influence spending and saving decisions.</p>	<p>Economics and Financial Literacy</p> <p>8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.</p> <p>8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy</p> <p>8.14 * Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S. <i>Financial Literacy</i></p> <p>8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)</p> <p>8.16 * Explain how compound interest can generate both wealth and debt.</p> <p>8.17 * Define and analyze the concept of “fair lending practices” and the history of discrimination and systemic inequalities in the US financial system.</p> <p>8.18 Describe how marketing and advertising can influence <u>financial decision-making</u> such as spending and saving decisions.</p>
<p>Geography</p> <p>8.19 Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).</p> <p>8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.</p> <p>8.21 Explain how historical technological developments (such as cotton gin, roads, railroads,</p>	<p>Geography</p> <p>8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).</p> <p>8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.</p> <p>8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal</p>

2018 --> 2021 SOCIAL SCIENCE STANDARDS CROSSWALK

<p>canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).</p>	<p>decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems).</p>
<p>Historical Knowledge 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.</p> <p>8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.</p> <p>8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.</p> <p>8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.</p> <p>8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.</p> <p>8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups(including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.</p> <p>8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).</p>	<p>Historical Knowledge U.S. to Reconstruction 8.22 * Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.</p> <p>8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.</p> <p>8.24 * Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by indigenous peoples in response to the invasion of their lands.</p> <p>8.25 * Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.</p> <p>8.26 Analyze the figures, groups, events, and philosophies that led to the United States’ colonial independence from British Rule.</p> <p>8.27 * Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.</p> <p>8.28 * Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.</p> <p>8.29 * Identify and analyze the forms of resistance utilized by enslaved people, including self-emancipation, sabotage, and rebellion.</p>

2018 --> 2021 SOCIAL SCIENCE STANDARDS CROSSWALK

<p>Historical Thinking 8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p> <p>8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p>8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.</p>	<p>Historical Thinking (Note numbering change) 8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p> <p>8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p>8.32 * Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.</p>
<p>Social Science Analysis 8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.</p> <p>8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.</p> <p>8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>Social Science Analysis (Note numbering change) 8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.</p> <p>8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.</p> <p>8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</p>